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differs from that of the older spellers in that their words have been selected on the basis of known difficulty and known amount of use, rather than upon the basis of the personal judgment of the author. A new series¹, which furnishes an excellent example of such application of scientific method, has recently been prepared by Professors Starch and Mirick.

The series contains three books; the first for Grades II to IV, the second for Grades V and VI, and the third for Grades VII and VIII. As the title of the series indicates, the fundamental method emphasized is to "test and study" and then test again. The first book contains a large number of dictation sentences, by which the pupils learn the spelling of the words in a natural setting. In the second book a series of lessons in dictionary study is introduced, as is also a group of lessons dealing with word study. This same plan is carried out in greater detail in the third book. The teacher may, therefore, with the last two books, follow one of three possible selections of material. She may give a minimum course which will omit both dictionary studies and the supplementary word sections, or she may give a middle course which will include the spelling exercises and the dictionary study, or she may give a maximum course which will include spelling, dictionary study, and word exercises.

The vocabulary for the spelling study was carefully selected upon the basis of a number of well known spelling investigations.

The final list of some 3,800 words, brought together in this book, represents, therefore, the selection of the most common words in the English language, and is based on the six extensive and basic vocabulary tabulations made up to the present time. These six tabulations represent substantially all phases of writing, namely, journalistic (Eldridge), business correspondence (Ayres), juvenile (Jones), personal correspondence (Cook), literary (Starch), and varied correspondence (Anderson). These investigations represent an analysis of a total of some 690,000 running words besides the 15,000,000 running words tabulated by Jones [Third Book, p. vii].

The methods of study recommended and the general directions to teachers are based upon the results of careful studies in educational psychology. The books are well organized and furnish a valuable addition to the small list of scientifically constructed spelling texts.

The Bible as material for an elective English course.—Although it is generally conceded that the Bible has a content which is suitable for an English course, it is the exception to find a course which includes such material. An interesting experiment in organizing an elective English course based entirely upon the content of the New Testament has been carried on for several years in a

¹ DANIEL STARCH and GEORGE A. MIRICK, *The Test and Study Speller*. *First Book*, pp. xx+90; *Second Book*, pp. xvi+63; *Third Book*, pp. xvi+64. Boston: Silver, Burdett & Co., 1921.

public high school of five hundred students. The content of this course has now been organized in the form of a textbook¹ by Mr. Haven McClure.

Regarding the purpose and general character of the course, the author speaks as follows:

The objective has been to present the results of the labors of the world's greatest Bible scholars in a manner intelligible to the younger minds and to the general reader. At the same time an effort has been made to keep in consonance the contents of the New Testament with the revelations of modern science, and to do this without in any way impairing anyone's respect for primitive Christianity. Approaching the subject from the detached point of view and in modern phraseology, the writer is pleased to have had this treatment of materials, particularly concerning the humanity of Jesus and of Paul, commended alike by Protestant, Catholic, and Jew [p. i].

By holding to the aim of treating the New Testament documents by present-day literary and historical methods, the author has achieved a clear and orderly arrangement of material. The book is divided into five sections. The first section presents in a series of brief chapters a description of the contents of the New Testament, treating it entirely from a literary standpoint. It gives information regarding the authors of the various "books" and describes the sources of the original manuscripts. Sections two and three, respectively, are concerned with the contributions of Jesus and Paul. The events of these two lives and the written accounts of their activities and doctrines are presented in an objective manner and at the level of maturity of high-school pupils. The literary point of view is maintained throughout, the criticisms being of the same character as would be found in a book dealing with Tennyson or Milton. Sections four and five are given over to the remaining authors of the New Testament and their writings.

The style of the book is well adapted to high-school classes. If taught by a liberal-minded teacher, it furnishes a body of material which is very desirable as literature. It also furnishes an informational content which is desirable from the standpoint of religious education. The book will doubtless prove of service, not only in the English courses of high schools, but also in the extra-school Bible classes whose work is accepted for credit by the school.

Handbook for athletic coaches.—Athletic coaching in the majority of schools is carried on by men without special training for such work. In order to furnish a guide for practice for the amateur coach, Walter Camp has written a book² which explains the principles involved in the conditioning of athletes.

The book discusses a number of general topics such as the nervous and mental condition of athletes, care of injuries, sleep and diet, exercise and

¹ HAVEN MCCLURE, *The Contents of the New Testament*. New York: Macmillan Co., 1921. Pp. ii+218. \$1.50.

² WALTER CAMP, *Training for Sports*. New York: Charles Scribner's Sons, 1921. Pp. xi+191. \$2.00.